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ABSTRACT

Central issues in the effort to maintain quality and integrity in American higher education are addressed in the annual report of the director of the Commission on Higher Education of the Middle States Association of Colleges and Schools. It is suggested that creative methods of financing education and a new approach for gaining public support are needed. The Commission has found evidence of increased planning activity on many campuses; however, what often passes for planning are studies and data collection without utilization of the information obtained. In times of financial problems, internal communication is critical, and a useful approach may be to ask faculty to study the economic implications of academic decisions, while trustees and administrators examine the academic implications of economic decisions. The growing involvement of trustees in the accrediting process is an encouraging development. Students attending college represent a spreading spectrum of ages and a growing proportion are job holders. The Commission does not take a position on the balance between part-time and full-time faculty, although there are a number of advantages to the campus community in having full-time faculty members. Developments in accreditation are also discussed, and a list of people who have participated in Commission activities since 1980 is appended. (SW)

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COMMISSION ON HIGHER EDUCATION

Middle States Association
of Colleges and Schools

June 30, 1983

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THE QUEST FOR EXCELLENCE

ANNUAL REPORT OF THE EXECUTIVE DIRECTOR OF THE COMMISSION ON HIGHER EDUCATION

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This was the year of reports - from the National Commission on Excellence in Education, the National Task Force on Education for Economic Growth, the Twentieth Century Fund Task Force on Elementary and Secondary Education. In addition, we have had the College Board's statement on "Academic Preparation for College: What Students Need to Know and Be Able to Do," and a similar statement by the academic deans of twelve Pennsylvania colleges entitled "What We Expect," published in newspapers throughout the state. There is even talk that education will be a major issue in the 1984 presidential campaign!

All this attention should be heartening to educators, but are we ready for it? Do we have a vision, a consensus on goals, a sense of priorities, within our own institutions, let alone with regard to state, regional, and national needs? Are we so consumed by the nitty-gritty of budget balancing or retrenchment, by possibly declining enrollments or already diminishing resources, that we have no time for the larger issues? The answers vary greatly from campus to campus and even within campuses, but in reality there is little concurrence as to how best to pursue the quest for excellence.

What we have from these reports, and there are more to come, is a series of proposals for improving the quality of education at every level, but the wherewithal for doing so is neither apparent nor readily available. Each level of government claims that it has no bucks to pass and so passes the buck. The anti-tax mentality is deeply entrenched across the nation, pointedly and actively encouraged by the White House. If ever the observation attributed to Justice Oliver Wendell Holmes that "taxes are the price we pay for civilization" had any support, it has little now, certainly not at the federal level. Indeed, an argument could be made that federal taxes are being spent increasingly for anti-civilization purposes!

The simple fact remains that while more than money will be needed to strengthen education at every level, it remains a sine qua non. Thus, the imperatives of the hour call for imaginative and creative new methods of financing education, and a new approach to the public for support. Merely to ask Congress or governors and legislators for "more" as we did so often and so successfully in the 'sixties probably won't work. Neither will a divided front. Whatever

A non-profit association serving elementary, secondary and higher educational institutions through programs of self-study, evaluation and accreditation, and other developmental services.

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the reasons for tension between the public and independent sectors of higher education, the dangers of internecine warfare for the image and cause of higher education are too serious to let it happen. Diversity is still a desirable characteristic of American higher education and one of its sources of strength. The last thing we want is a donnybrook between the sectors, each denigrating the other, handing our critics a heyday and further diminishing public confidence in educators. Efforts to enhance quality and diversity and to expand public support must be pressed by a conjoining of interests embracing all segments of the education community. Such efforts will require cooperation and commitment as never before, and the demand for leaders and statesmanship has seldom been greater.

Inevitably, we return to a theme of previous annual reports - institutional planning. It will be impossible to achieve consensus on broad general goals for higher education if there is little agreement within institutions as to their mission and order of priorities. In the 73 evaluations, 70 Periodic Review Reports, and 95 follow-up reports reviewed by the Commission this year, there was evidence of increased planning activity on many campuses, but not enough. Moreover, what often passes for planning are studies and data collection without the follow-through utilizing the information obtained.

The Commission on Higher Education has no prescription or formula for planning, fully aware that there are many differences in approach and results. Basically, planning must be a product of each institution, revealing an awareness of what and where it is, what its resources and potential are, and where it is headed. As President Jewell Plummer Cobb of California State University at Fullerton said to the Western Association of Graduate Schools recently (CGS "Communicator," May 1983):

Planning establishes direction, focuses action, increases motivation, reduces cost by reducing risk, heightens communication, and fosters creativity.

In a period of financial stringency internal communication is especially critical. Evaluation teams invariably note the causal relationship between rumors, tension, and low morale on the one hand, and uncertainty about the institution's fiscal condition on the other.

One possible useful and educative approach to financial issues might be an occasion wherein the faculty are asked to study the economic implications of academic decisions, while the trustees and administrators examine the academic implications of economic decisions. Random or across-the-board cuts can wreak havoc on general institutional quality, but so can a head-in-the-sand attitude toward the necessity for curricular change. Board members must be better informed about what happens to the quality and integrity of the academic program when budgets are cut. Faculty must also understand what happens to a budget when they insist on retaining persistently under-enrolled courses for the sake of tradition or only to preserve a tenured position.

An encouraging development that bodes well for increasing the knowledge and understanding of trustees about educational matters is their growing involvement in the accrediting process. After years of stressing the value and importance of trustee participation in self-study, we are beginning to see more board members serving on steering committees and task forces. Some have also served on evaluation teams with benefits to the campuses visited as well as to their own. Any institution wishing to have a trustee on its evaluation team has only to make the request. The work of the Association of Governing Boards in fostering trustee awareness and understanding of planning and accreditation has contributed significantly to this development (See AGB Pocket Publication No. 14, "The Board's Role in Accreditation").

There is no disguising or escaping the fact that the enrollment crisis is already upon us, moreso in independent institutions than public, although our evaluation teams have found cause for concern in the latter as well. Where total enrollment hasn't fallen, shifts within programs or majors have created serious imbalances in teaching loads, utilization of facilities, and the allocation of support services. A few institutions have maintained their desired distribution by capping registration in certain programs, but even where tuition is not the primary consideration the number of such institutions is small and the pressures are great.

The media don't help as they play upon the scarcity of jobs and create the impression that a college graduate without specific, salable skills has wasted four years and thousands of dollars. Even some educators speak of people being "over-educated"! Over-qualified, perhaps, but over-educated? Never! Clearly, at a time when "human history becomes more and more a race between education and catastrophe" as H. G. Wells so aptly observed, educators have a lot of educating to do, and not just in the classroom and laboratory. We simply underscore the urgency for educators to create a countervailing thrust to simplistic deprecations of education's worth to society.

There are dangers in gloom and doom headlines and in reports such as those cited, useful as the latter are. They fuzz our perspective and tend to obscure the amount and intensity of purposeful and constructive activity actually in progress on campus after campus. Evaluation teams comment continually on the earnest and probing reexaminations being made of mission and goal statements in institutions striving to adjust to new and emerging needs while preserving essential traditions. Curricular reviews are underway in institutions as different as engineering schools and seminaries, and in a few the ferment is heady indeed.

The majority of team reports stress the general competence and dedication of the faculty. While still imperfect and a cause of unease, faculty evaluation is becoming more widely accepted in practice as well as principle, and opportunities for professional development are being expanded concomitantly. Evaluators have found students overall to be serious about their education, somewhat uncertain about the implications of the media headlines for their own prospects, but on the whole satisfied with the quality and substance of the instruction and counsel they've received. Perhaps the most dramatic changes in students are the spreading spectrum of ages and the growing proportion of job-holders among their numbers. The average age of

students in many institutions, particularly community colleges, is pushing thirty, and if all the students pursuing programs in continuing education were added, the average would be over thirty. We are further along toward becoming a life-long learning society than we may realize.

Not surprisingly, however, several of the seventy-three 1982-83 evaluation teams desried and described causes for concern or at least caution. While they noted positively the growing interest in professional development, they lamented that funds for faculty travel, meetings, and workshop participation are too often among the first cut. There are no easy answers, of course, but this one appears too easy and its long-run implications need to be analyzed carefully. On a related note, teams found evidence of a tendency if not a trend toward the increasing use of part-time or adjunct faculty as an economy measure. Salary scales for part-time people are invariably lower, fringe benefits are minimal, flexibility to change courses or programs is greater, and appointments can be made or cancelled according to enrollment. That's a lot of temptation to budget-pressed administrators.

The Commission on Higher Education does not take a formulary position on the balance between part-time and full-time faculty. Certain types of institutions could not exist without large numbers of adjuncts, for example, music and medical schools. Conversely, many colleges of arts and sciences have achieved distinction without recourse to more than an occasional part-timer. Generally, the Commission has leaned in the direction of a preponderance of full-time faculty for reasons drawn from long experience. A substantial body of full-time faculty gives an institution cohesion and continuity and helps to establish its identity. Many an institution is known by the faculty it keeps. Curricular and institutional planning function more effectively and committee assignments can be more equitably shared when there is a solid group of permanent faculty involved. Especially important to students are the accessibility of full-time faculty and their roles as advisors and occasionally confidants. Alumni/nae loyalty may be predicated on long-standing personal relationships with faculty-members, relationships less likely to happen with part-timers.

Other arguments can doubtless be marshalled on either side of the full-time/part-time issue and probably will be as its importance grows in higher education. We are speaking to the issue here as it affects the full-time undergraduate and graduate curricula, not as it relates to continuing education or highly specialized professional schools. As each institution considers the question, the Commission urges it to do so carefully and thoughtfully, with particular attention to the implications for the quality, substance and integrity of the academic program. If the decision is made to increase dependence on part-timers, we stress the Commission's statement in "Characteristics of Excellence in Higher Education" (p. 16):

Criteria for the appointment of part-time or adjunct faculty and their supervision should be comparable to those for full-time faculty, as should provisions for review of teaching effectiveness and opportunities for professional development and participation.

If part-time faculty are viewed variously by evaluators, their reactions are stronger and more nearly unanimous toward the practice of granting academic credit in remedial and developmental programs. Grade inflation, which is receiving increasingly corrective attention on many campuses, resulted from lowering standards, but at least the courses were at a collegiate level. Remedial work is generally considered sub-collegiate and awarding academic credit for it debases the degree. Although isolated instances of the practice had been called to the Commission's attention in the past, several evaluation teams noted its prevalence this year and warned against it.

Eliminating the practice may take time and may depend on the pace of improvement at the pre-collegiate level. In some institutions as many as forty per cent of the registrants require remedial work, and even the most selective institutions have not been exempt. Like so many other facets of the quest for excellence, the roots of the problem are deep-seated and will require forthright and concerted action to get at them.

One other warning flag was raised by a number of teams this year with regard to libraries. Financial support continues to lag, and the steady rise in the cost of books and subscriptions coupled with declining budgets has caused anguishing dilemmas for librarians and library committees. There is no way to please everyone, but the problem seems to be encouraging cooperative and consortial arrangements as possible solutions, a laudable movement. But evaluators also saw another problem on a number of campuses - declining library use on the part of faculty as well as students. Whether faculty have given up because the library is inadequate, or whether computer-mania has shifted the focus away from libraries as learning centers, or just what the causes may be is not clear, but when a chaired Professor of History doesn't know the location of the periodicals room in the Yale library (Chronicle 5/4/83), perhaps it is time to reexamine the purpose and nature of academic libraries and, where necessary, reorder our priorities accordingly.

* * * * *

A few other items deserve inclusion in this Report as a sampling of the range and variety of Commission and Staff activities. At the invitation of the Taiwan Ministry of Education, Milton Bassin, Walton Brown, Rose Channing, Margaret Healy, and I represented the Commission for a week in March, visiting public and private Taiwanese universities and sharing experiences with an impressive group of academic leaders. Without exception they reflected a noteworthy commitment to academic excellence and a genuine concern for self-improvement. The highlight of a highly stimulating week was a day-long seminar on evaluation and accreditation in which we shared Commission policies and experience and learned a great deal about Taiwan's efforts to assess and improve the quality of higher education. All of us came home with new respect for the Taiwan people and profound admiration for their achievements.

Also in the international arena, the Commission's Study Abroad evaluation project continued with visits to programs in Germany, Austria, and Israel. Under the outstanding direction of Margaret Matson, Professor Emerita of Sociology and Social Welfare at Pennsylvania State University, and with

excellent work by a distinguished group of evaluators, in the past three years we have reviewed more than one hundred programs in Austria, Belgium, France, Germany, Great Britain, Israel, Italy, and Spain with generally salutary results. On the whole the programs are effective and educationally sound, providing rewarding experiences for a sizable number of appreciative students. An article generalizing on the findings of these visits appears in the Spring 1983 issue of The Educational Record. Copies are available from the Commission office.

On another front, still partly international, the regional accrediting commissions, through the Assembly of Institutional Accrediting Bodies (AIAB) of the Council on Postsecondary Accreditation (COPA), have been trying to work cooperatively with the military services on the evaluation of voluntary education programs conducted by accredited institutions on military bases in the United States and around the world. At the March meeting of AIAB a document was approved setting forth the respective and joint responsibilities of institutions and the military for the establishment and monitoring of such programs and outlining the evaluation procedures to be followed by the accrediting commissions. Subsequently some branches of the still not very unified armed services raised objections which thwarted our hopes of having a policy document ready for use by July 1, 1983. Nevertheless, negotiations are continuing, and institutions involved with military base education should contact the Commission office for further information.

COPA has begun auspiciously under its new structure which reduced the Board membership from forty to nineteen, added an Assembly comprised of institutional presidents, and greatly strengthened the process for recognizing and continuing to recognize accrediting bodies. Two important statements, one on "Principles of Good Practice in Institutional Advertising, Student Recruitment, and Representation of Accredited Status" and a "Policy Statement on Off-Campus Credit Programs" will be circulated to the Middle States membership.

One of the criticisms of institutional accreditation leveled by the Carnegie Report on Governance in Higher Education was the lack of participation by college and university presidents. We have recently completed a roster of participants in the Commission's work during the last three academic years, 1980-81, 1981-82, and 1982-83. A copy of the roster accompanies this Report, but to save you the trouble of counting, 1058 individuals have served on teams, committees, or in other assignments for the Commission, many on several occasions. The break-down shows the following:

Presidents/Chancellors	188
Other administrators	489 (77 also teach)
Faculty	252
Librarians	67
Finance officers	62
Total	<u>1058</u>

Voluntarism and participation appear to be alive and well, at least in the Middle States region!

* * * * *

A special pleasure of preparing an annual report is the opportunity it presents to acknowledge the generous and willing spirit of the many who make possible the achievements and effectiveness of the Middle States Commission on Higher Education. Publication of the roster of participants is one small way of expressing our appreciation for their professionalism and expertise and the contributions they make to the improvement of higher education.

Institutions are also increasingly responsive to the Commission's efforts, not only in permitting their personnel to engage in accrediting activities, but also in the seriousness with which they undertake self-study. The quality of institutional self-study reports has risen steadily in recent years, noticeably since the inception of the semi-annual Self-Study Workshops held at Rutgers University under the masterful direction of Herb Kells. It is an exceptional case these days when an institution fails to benefit measurably from the self-study experience alone, not to mention the added benefits of the evaluation visit. Nevertheless, we continue to learn and to remind ourselves that self-improvement is as much a goal for the Commission as it is for the institutions it accredits and serves.

The members of the Commission are especially deserving of praise and thanks. Each spends at least a dozen days a year on "active duty," attending meetings of the Commission and its committees, and countless hours are devoted to thoughtful and thorough analyses of the steady stream of reports, position papers, and other documents regularly delivered to them. Under the distinguished and eloquent leadership of Bruce Dearing in the Chair, this has been one of the most productive and decisive years in the Commission's annals.

Once again, the Staff has performed brilliantly. Three Associates have added immeasurably to the quality of performance and achievement. Margaret Matson has already been cited for her overseas study activities. Harold Myers, former Executive Vice President of Drexel University, and Jack Mullins, retired Vice President and Treasurer of the College Board, have expertly analyzed the financial condition of dozens of colleges and universities, enabling the Commission to alert institutions to potential problems in time to be helpful.

Howard Simmons had a banner year, carrying out his regular assignments with verve and accomplishment while masterminding the most comprehensive institutional evaluation of recent history, that of Inter American University whose several campuses required a team of 43 evaluators. The visit went off without a hitch, and we've decided that Howard will be a tour director in his next incarnation. He has also been guiding innovative ongoing self-studies and evaluations at Hood and Genesee Community College, both of which are going well.

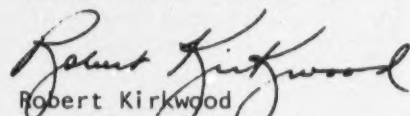
Minna Weinstein is rounding out her third year with the Commission, yet her insights and wisdom suggest a far longer tenure. She makes new friends for the Commission as well as herself wherever she goes, and she does a lot of going. Her work with Margaret Matson and the team which visited Israel in the Spring was especially notable, and we are looking forward eagerly to the results of her study of the effects on women's colleges of the decision to remain single-sex campuses.

Then there is Dorothy Heindel, whose seventeen years of devotion to the best interests of the Commission and Middle States institutions have made her a legend in her own time. There is no way to describe the infinity of data and details she is responsible for, yet somehow and almost miraculously they all fall into place and once again the records are complete and the Commission is commended for its efficacy. Much of that commendation deservedly belongs to Dorothy.

And finally, whether she's handling Study Abroad, Military Base Education, or my peregrinations and endless correspondence, my administrative secretary, Jackie Ciminera, carries on with equanimity and excellence that inspires us all. Vivian Ellis and Alice Glover also provide stalwart support to the remarkable productivity of the Commission office, and Denise Whitcomb is rapidly learning her way.

So there you have it, a sampling of a year that was full and fast and always fascinating. It's no matter for wonder, then, that I continue to find deep satisfaction in my work and abundant reward in the personal and professional associations it brings. The quest for excellence would be easier for all with such advantages as mine.

Respectfully submitted,


Robert Kirkwood
Executive Director

Howard L. Simmons
Associate Director

Minna F. Weinstein
Associate Director

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MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

Accreditation in higher education depends extensively on the voluntary participation of hundreds of educators and the willing cooperation of their institutions to release them briefly from their regular duties. Each year between 600 and 1,000 individuals serve on evaluation teams, committees, special visits, as report readers and analysts, and in a variety of ways facilitate the work of the Commission on Higher Education. On the following pages are listed first the members of the Commission who devote long hours and many days to fulfilling their heavy responsibilities. Then follows a list of people who have participated in one or more Commission activities during the academic years 1980-81, 1981-82, and 1982-83.

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Middle States Association of Colleges & Schools

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